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ABSTRACT

Results of a survey of precollege psychology conducted in 1973 are presented. The survey consisted of 1000 mailed questionnaires, 419 of which returned to be analyzed. Each of the 30 questionnaire items is stated and the results listed. Responses show that most schools which replied have over 1,000 students, that most teachers have taught psychology for four years part-time, and probably teach either history or sociology as well. Most psychology teachers have a Master's degree and teach psychology at the 11th and 12th grade levels. Textbooks and books of readings most commonly used are noted. The educational background of the teachers, specifically in psychology, is analyzed. Rankings of topics in psychology are given in their importance for both teachers and students. Techniques used in the classroom, ranking of importance of instructional objectives by teachers and students, and information on state certification of teachers in psychology conclude the survey report.  
(KSM)

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1000 questionnaires mailed  
44 returned with "Moved Left No Address"  
956 remaining  
419 returned questionnaires = 43.8%

	N	%	
1. What is the enrollment of your school?	14	3	Less than 100
	36	9	100-250
	80	20	251-500
	107	26	501-1000
	167	41	1000+
2. Are you affiliated with APA?	74	18	Yes
	331	82	No
2a. If "No" would you be interested in becoming affiliated with APA?	242	83	Yes
	49	17	No
3. Do you receive <u>Periodically</u> ?	135	34	Yes
	265	66	No
4. How many years have you taught psychology?	4.20 years (mean)		
	4.00 years (median)		
5. Do you teach psychology?	115	30	Full-time
	273	70	Part-time
6. What other subject/s do you presently teach, if any?	Less than 1% each: African Studies, Art, Civics, Foreign Language, and Political Science.		
	117	26	History
	98	22	Sociology
	34	8	Government
	30	7	Economics
	27	6	Geography
	22	5	English
	18	4	Contemporary Issues
	20	4	Math
	16	4	Religion
	14	3	Physical Education
	8	2	Drivers Education
	10	2	Problems of Democracy
	5	1	Family Living
	5	1	Biology
	8	2	Other
7. How many sections of psychology do you teach?	419	2.80 (mean)	

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	N	%	
8. How many psychology teachers are there in your school, including yourself?	419	1.28 (mean) 2.00 (median)	
9. Are you an official counselor for students?	71 327	18 82	Yes No
10. What is the highest degree you hold?	157 241 7	39 60 2	B.A. M.A. Doctorate
11. What is the title of your course?			Less than 1% each: Human Behavior, Psychology For You, Psychology of Personality, and Psychology: Understanding Ourselves.
	338	85	Psychology (General or Introductory)
	10	3	Science of Human Behavior
	12	3	Social Psychology
	17	4	Other
12. Is your course taught as part of another course?	20 377	5 95	Yes No
13. At what grade level/s is psychology taught in your school?	0 2 2 164 198 35	0 -1 -1 41 49 9	9th grade 10th grade 11th grade 12th grade 11th and 12th grades 10th, 11th and 12th grades
14. What is the length of your course?	300 107	74 26	one semester two semesters
15. What <u>should</u> be the length of the course?	211 187	53 47	one semester two semesters
16. Please give the author, title, and latest copy-right date of the text/s you primarily use in your course.	39	8	No text named
			Less than 1% each: <u>Analyzing Behavior</u> , Skinner; <u>Becoming Yourself</u> , Rosenthal; <u>Intro. to Psychology</u> , Morgan and King; <u>Human Behavior</u> , Berelson and Steiner; <u>Psychology</u> , Cox; <u>Psychology</u> , McKeachie and Doyle; <u>Psychology and Life</u> , Ruch and Zimbardo.
	200	43	<u>Psychology: Principles and Applications</u> , Engle and Snellgrove

(16. continued)

N	%	
33	7	<u>Psychology: Principles and Applications</u> , Engle, 4th Edition
30	6	<u>Psychology: Understanding Ourselves</u> , Tallent and Spungin
24	5	<u>Psychology: Science of Human Behavior</u> , Branca
20	4	<u>Psychology For Living</u> , Sorenson and Malm
20	4	<u>Psychology Today</u> - CRM
12	3	<u>Living Psychology</u> , Hershey and Lugo
13	3	<u>Psychology For You</u> , Gordon
8	2	No specific text named
10	2	<u>Basic Psychology</u> , Munn, etal.
8	2	<u>Mental Hygiene</u> , Carroll
8	2	<u>Psychology of Human Behavior</u> , Kalish

17. Do you use a book of readings other than the text?

190	51	Yes
181	49	No

17a. If "Yes" give the author and title.

Approximately 1% each: Adapted Readings, Kalish; Frontiers of Psychological Research, Fenton; Fundamentals of General Psychology, Dashiell; Introduction to Psychology, McKeachie and Doyle; Psychology and Life, Ruch and Zimbardo; Psychology For Life, Sorenson and Malm; Psychology, The Science of Behavior, Branca.

250	53	None listed
62	13	Other
48	10	<u>Readngs in Psychology Today</u> , CRM
42	9	<u>Psychology Today</u> , CRM
13	3	<u>Annual Editions in Psychology</u>
12	3	<u>Scientific American Offprints</u>
8	2	<u>Readings in Psychology</u> Bartz
9	2	<u>Behavior and Science</u> , Fenton

18. What area/s would you like to see in a book of readings?

152	18	Mental health
125	15	Social behavior
114	14	Development
113	14	Learning-thinking
114	14	Motivation-emotion
74	9	Individuality
64	8	Sensation-perception
43	5	Biological-physiological
26	3	Statistics

	N	%	
19. How many courses in psychology have you completed?	7.39 8.00	(mean) (Median)	
20. Which courses have you completed in psychology?	364 351 319 250 223 218 217 190 166 168 121 96 81 74 57 57 48 48	100 96 88 69 61 60 60 52 46 46 33 26 22 20 17 16 13 13	Educational General Abnormal Social Psychology Counseling & Guidance Statistics Theories of Personality Psychological Testing School Psychology Theories of Learning Experimental Psychology Developmental Mental Retardation History of Psychology Clinical Others Sensation-Perception Physiological Psychology
21. What was your major in college?	81 324	20 80	Psychology Other
21a. If "Other" please give name of major.	124 82 40 30 23 24 21 16 14 13 4 4 2	31 21 10 8 6 6 5 4 4 3 1 1 -1	Social Studies History Sociology English Guidance Physical Education Political Science Economics Math None listed More than one major Religion Elementary Education
22. Please rank the following headings as to their importance to YOU in your course. Use "1" to mean most important.	1.5 1.5 3 4 5.5 5.5 8 7 9	(rank) (rank) (rank) (rank) (rank) (rank) (rank) (rank) (rank)	Individuality Mental Health Social Behavior Development Learning-Thinking Motivation-Emotion Biological-Physiological Sensation-Perception Statistics

(Note: Rho correlation between students and teachers = +.87)

23. Student ranking of the importance of areas to them as students.  
(N = 8,760)
- |     |        |                          |
|-----|--------|--------------------------|
| 1   | (rank) | Mental Health            |
| 2   | (rank) | Individuality            |
| 3   | (rank) | Social Behavior          |
| 5.5 | (rank) | Learning-Thinking        |
| 5.5 | (rank) | Development              |
| 6   | (rank) | Motivation-Emotion       |
| 7   | (rank) | Sensation-Perception     |
| 8   | (rank) | Biological-Physiological |
| 9   | (rank) | Statistics               |

24. Please check any of the following you use in teaching psychology. Check as many as are appropriate and the frequency with which you use each.  
(N = 390)

	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
	<u>Fre-</u>	<u>Some-</u>	<u>Rarely</u>	<u>Never</u>
	<u>quently</u>	<u>times</u>		
a. autobiographies- - - - -	9	31	38	22
b. class demonstrations- - - - -	40	49	9	2
c. class experiments- - - - -	42	42	15	2
d. field trips- - - - -	7	37	33	23
e. filmstrips- - - - -	17	33	26	23
f. group projects- - - - -	25	54	14	6
g. guest speakers- - - - -	19	41	30	10
h. individual projects- - - - -	36	41	19	4
i. outlining the text- - - - -	10	12	16	61
j. outside readings- - - - -	41	38	17	5
k. movie films - - - - -	35	43	17	5
l. questions-answers- - - - -	51	36	10	4
m. recitation from text- - - - -	9	25	22	44
n. role playing- - - - -	13	45	31	11
o. simulation games - - - - -	12	39	31	19
p. student-built apparatus- - - - -	4	23	43	30
q. students teach class- - - - -	6	40	37	18
r. tapes- - - - -	8	35	26	31
s. workbook-manual- - - - -	9	27	21	43

25. Does your state certify teachers in psychology?
- |     |    |             |
|-----|----|-------------|
| 161 | 41 | Yes         |
| 83  | 21 | No          |
| 139 | 35 | Do Not Know |

26. Rank the following as to their importance to YOU as instructional objectives in a precollege course in psychology. Use "1" to mean most important.
- |   |        |                      |
|---|--------|----------------------|
| 1 | (rank) | Personal Problems    |
| 2 | (rank) | Philosophy of Life   |
| 3 | (rank) | Social Roles         |
| 4 | (rank) | Family Living        |
| 5 | (rank) | Learning-Studying    |
| 6 | (rank) | Scientific Knowledge |
| 7 | (rank) | Vocational           |

	N	%	
27. STUDENT ranking of objectives, as most important to them as students.	1	(rank)	Personal Problems
	2	(rank)	Family Living
	3	(rank)	Vocational
	4	(rank)	Philosophy of Life
	5	(rank)	Learning-Studying
N = 7,134	6	(rank)	Social Roles
	7	(rank)	Vocational

(Ranked according to frequency)

28. Are your students aware of CLEP?	109	28	Yes
	284	72	No

29. How many of your students have taken CLEP for college credit?	(Only two teachers reported that their students had actually received any college credit for taking this or any other similar test. One teacher reported that 84 students had taken the CLEP and 60 had actually received credit that she knew of personally. The other teacher stated that one student had taken CLEP and received college credit.)		
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30. What journals or other outside readings do you have for your students?	260	36	<u>Psychology Today</u> - CRM
	90	13	None listed
	51	7	Other
	53	7	Paperbacks
	54	7	Popular Magazines
	40	6	Professional Psychological Journals
	34	5	<u>Scientific American</u>
	24	4	More than 15 listed
	29	4	<u>Behavior Today</u>
	24	4	Newspapers
	13	2	<u>Readings in Psychology Today</u> - CRM
(all percentages are only approximate)	13	2	<u>American Psychologist</u>
	8	1	<u>Annual Editions in Psychology</u>
	9	1	From 7 - 15 listed
	8	1	<u>Psychology: Principles and Applications</u> , Engle and Snellgrove
	7	1	<u>Today's Health</u>
	2	-1	<u>Introduction to Psychology</u> , Morgan and King
	2	-1	<u>Principles of General Psychology</u> , Kimble
	4	-1	<u>Science and Human Behavior</u> , Skinner
	2	-1	<u>Science Digest</u>